DOCUMENT RESUME

ED 256 919 CE 041 453

AUTHOR Wimer, Maija
TITLE Teaching the Hard-to-Reach: Working with Releasees and Probationers. A Handbook for Adult Educators.
INSTITUTION Education Service Center Region 6, Huntsville, Tex.
SPONS AGENCY Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE Jun 85
NOTE 61p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Education; Adult Learning; Adult Programs; Andragogy; *Classroom Techniques; *Correctional Education; Correctional Rehabilitation; Criminals; High School Equivalency Programs; Institutionalized Persons; *Prisoners; *Probationary Period; State Programs; Teaching Methods; Testing
IDENTIFIERS *Exoffenders; *Texas

ABSTRACT

Based on a statewide adult education correctional project in Texas, this handbook is designed to assist adult educators in providing continued adult education services to releasees and probationers, including jail populations. The handbook is organized in nine sections. The first section explains the background and purpose of the handbook. It is followed by a glossary, a rationale for teaching releasees and probationers, and a self-examination for potential teachers of adults, including releasees and probationers. Responses to use on a first encounter with a releasee or probationer are listed in the next section, followed by instructional tips. Teaching in halfway houses, restitution centers, and jails is the subject of the seventh section, while recommended adult education curricula for releasees and probationers is discussed in the eighth section. The final section provides rules and regulations for administering high-school equivalency tests in correctional institutions. Appendixes, which make up almost half of the document, include a first-hand account from an ex-prisoner who now works in correctional education, maps of parole regions and probation departments in Texas, and lists of Texas Board of Pardons and Paroles offices and Texas adult probation departments. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EDUCATION SERVICE CENTER, REGION VI

3332 Montgomery Road
Huntsville, Texas 77340
409/295-9161

BOARD OF DIRECTORS

Dorie Damuth, Chairman, The Woodlands/Magnolia
Lu Ellen Gibbs, Vice Chairman, Huntsville
Victor Hillman, Secretary, Centerville

J.O. Alexander, Bryan/College Station
F. Don Jennings, Shepherd
Rodney E. Prinz, Rockdale
Elnora L. Smith, Brenham

M.W. Schlotter, Executive Director
Charles Park, Deputy Director

EXECUTIVE COMMITTEE

Alvin Davis, Chairman, New Waverly ISD
Bill Shaver, Vice Chairman, Bellville ISD
Jake Sherman, Secretary, Onalaska ISD

Maggie B. Selman	Austin County	Buddy Dulin	Milam County
Guy Gorden	Brazos County	Jack Reeves	Montgomery County
R.B. Hunger	Burleson County	Travis Gibson	Polk County
Ben Hansen	Grimes County	Henry J. Bonorden	Robertson County
Louis Bates	Houston County	Ronald W. Corn	San Jacinto County
Lee E. Bing	Leon County	J. F. Holt	Trinity County
Gayle Cosby	Madison County	Gary Collins	Walker County

Gerald Anderson Washington County

ADVISORY COMMITTEE

Maggie Selman, President, Sealy
Kathy Wetuski, Vice President, Montgomery
Hattye Owens, Secretary, Huntsville

This document was developed pursuant to a grant by the Division of Adult and Community Education Programs, Texas Education Agency. The opinions expressed herein do not necessarily reflect the position or policy of the Texas Education Agency and no official endorsement by the Texas Education Agency should be inferred, June 1985.

I wish to express my gratitude to the many adult educators, parole and probation personnel across Texas who have been responsible for making the state-wide implementation of the Adult Education Correctional Project successful over the past two years. My special thanks go to those individuals who reviewed this handbook and made invaluable suggestions.

Maija Wimer
Correctional Project Coordinator 1983-1985

TABLE OF CONTENTS

Project background and purpose of handbook: Correctional pilot projects in FY 83, state-wide implementation in FY 84 and FY 85. — Page 1

Glossary: I've read and heard the terms 'probationer', 'parolee', 'jail', 'prison' - do they all mean the same? — Page 2

Introduction: Why should I work with releasees and probationers - do they deserve it? — Page 4

A look at myself as teacher of adults: Could I work with releasees and probationers - am I the "right" person for the job? — Page 7

Pointers for teaching the adult student, including the releasee and probationer. — Page 8

Upon my first encounter with a releasee or probationer: How do I respond? — Page 9

Instructional tips: Important aspects I should keep in mind when working with releasees and probationers. — Page 10

Annotations to "Pointers" — Page 11

Working with "captive" audiences: Teaching in half-way houses, restitution centers, and jails. — Page 18

Recommended adult education "curricula" for releasees and probationers: Areas of need and concern to releasees and probationers. — Page 22

On-site GED testing: Rules and regulations for special testing for inmates and patients in state, county, and municipal correctional and health facilities. — Page 25

APPENDICES

"WHAT I LEARNED FROM GOING TO PRISON" — Page 28

MAP OF PAROLE REGIONS — Page 38

TEXAS BOARD OF PARDONS AND PAROLES OFFICES — Page 39

MAP OF PROBATION DEPARTMENTS — Page 42

TEXAS ADULT PROBATION DEPARTMENTS — Page 43

PROJECT BACKGROUND AND PURPOSE OF HANDBOOK

During the 1983 fiscal year the Division of Adult and Community Education Programs of the Texas Education Agency funded correctional pilot projects in Dallas, Houston, and Huntsville. The purpose of these projects was to assess the needs of releasees and probationers that could be met through adult education programs and to identify effective ways of serving this clientele. The findings of the pilot sites were summarized in a project handbook titled Developing Adult Education Programs for Probation and Parole.

During the 1984 and 1985 fiscal years the project was continued on a state-wide basis. Contact and communications were established or strengthened with all parole and probation offices and increased numbers of releasees and probationers received adult education services. Several on-site programs were implemented in half-way houses and restitution centers, while the majority of releasees and probationers were referred to regular, on-going classes in their respective communities. The State-wide Referral Handbook for Adult Education Programs in Texas, which was compiled at the close of the 1984 fiscal year, enabled parole and probation officers to locate adult education contacts within their counties of supervision.

This handbook concludes the state-wide adult education correctional project and is designed to assist adult educators in providing continued adult education services to releasees and probationers, including jail populations.

GLOSSARY

TEXAS DEPARTMENT OF CORRECTIONS (TDC): The agency that manages the state's adult institutional correctional system with responsibility for custody of individuals convicted of felony confined in its facilities.

Inmate: A person incarcerated in the Texas Department of Corrections, other penal institution or jail and serving a sentence imposed upon conviction of a crime.

TEXAS BOARD OF PARDONS AND PAROLES: The Texas Board of Pardons and Paroles is the statutory authority for the state that determines who will be released from prison. The Board also recommends to the governor who should receive a pardon, a commutation of sentence, a reprieve of execution and restoration of lost rights.

The Board is responsible for the supervision of persons released on parole or mandatory supervision through its Field Services Division.

Parole: The conditional release, by administrative act, of a convicted offender from a penal or correctional institution, under the continued custody of the state, to serve the remainder of his sentence in the community under supervision.

District Parole Officer: Employee of the Board of Pardons and Paroles responsible for the supervision of parolees and mandatory supervision releasees.

Releasee: Inmate released on parole, conditional pardon or mandatory supervision.

Parolee: Inmate who is released from incarceration in a parole status.

Mandatory Supervision: The release of a prisoner at the expiration of the maximum term less credit for good time earned, but not on parole, for rehabilitation and supervision in the community until the expiration of the calendar sentence.

Halfway House: Community-based facility that provides a supervised and structured residence for releasees from 30 days to six months.

ADULT PROBATION COMMISSION: The commission is charged with establishing uniform state standards, providing for and improving adult probation services through the disbursement of state aid to local adult probation departments in compliance with state standards.

Probation: Release of a convicted offender by a court under conditions imposed by the court for a specified period during which the imposition of sentence is suspended (i.e. in lieu of incarceration).

Probation Officer: A person employed by one or more courts of record having original criminal jurisdiction to supervise defendants placed on probation.

Restitution Center: Community-based residential facility that houses non-violent property offenders (as condition of probation) for a period of six to twelve months. The probationer is required to work full-time, pay for his room and board at the facility, make support payments to any dependents, repay the victim, and perform community service work for governmental or non-profit community agencies.

INTRODUCTION

If you have never worked with releasees or probationers, your natural reaction toward the possibility of such contact might be one of wonderment as to why you should even consider serving someone whose irresponsible actions have caused harm to other members of society. Furthermore, you might experience a feeling of justice and safety knowing that such individuals are "locked away" in jail cells or put behind prison bars: they've done wrong, that's where they need to be, that's where they belong.

Hardly anyone would argue against such thoughts on your part, but have you ever wondered what "happens" to these "undesirables" beyond their confinement to prison or jail? News media publicity of this sort does not make for "sensational" headlines and the general public is rarely made aware of successful societal reentries by releasees and probationers.

Therefore, let's examine briefly some pertinent data that have a direct effect on your surroundings, your community, and your society, (the following information was derived from the 1984 Texas Department of Corrections Fiscal Year Statistical Report and 1985 statistics provided by the Texas Adult Probation Commission):

* 98% of prisoners eventually return to the free world, in many instances to the community in which they were sentenced;
* the current average incarceration period per inmate is only 2 to 2 1/2 years;
* by the end of 1985 another 25,000 TDC inmates will have been released;

* probationers serve their sentences while working and living among us, in lieu of being incarcerated;

* some 250,000 Texans will be on probation by the end of this year.

Now that you have come to the shocking realization that there are "all these criminals running loose in the streets", you might suddenly be overcome by a feeling of fear for your safety and a feeling of anger toward law enforcement agencies whose existence depends on your tax dollar. And you might think to yourself: I'm not getting my money's worth.

Perhaps you are not getting your money's worth, but are you willing and can you afford to pay higher taxes, so that more jails and prisons can be constructed, more "harmful persons" removed from society, and the majority of these individuals kept "off the streets" for a longer period of time? If you're like the majority of citizens, you'd balk at the idea of higher taxes and feel helplessly trapped in an unsolvable situation. But before you reach for the panic button, consider the following facts, (this information was derived from the 1984 Texas Department of Corrections Fiscal Year Statistical Report and 1985 statistics provided by the Texas Adult Probation Commission):

* approximately 70% of releasees have been incarcerated for non-violent crimes;

* probationers are primarily non-violent offenders;

* about 88% of releasees and 50% of probationers are school dropouts;

* most releasees and probationers have a poor knowledge of conventional coping skills;

* most releasees and probationers lack a marketable vocation;

* most releasees and probationers have irregular employment records.

These statistics indicate that the vast majority of releasees and probationers lack adequate skills to cope within the mainstream of society. Whether incarceration, parole, or probation will deter them from further criminal acts is up to us - are we willing to assist them to become law-abiding, productive citizens? It is a myth that most releasees and probationers are not capable of achievement. They CAN and WILL learn, if we show them that WE care:

let's make tax-payers out of tax-users!

As a tax-paying society we can no longer afford to support an increasing crime rate and swelling welfare and unemployment rolls - it's OUR turn to do something about it, this is YOUR chance for a unique challenge within the realm of adult education.

A LOOK AT MYSELF AS TEACHER OF ADULTS

If you've taught adult education for a while, or even if you've had just a few classes, you have no doubt reached the conclusion that working with adults who are least educated and most in need can be quite demanding in terms of achieving student motivation and learning successes. Conversely, you have most likely experienced a deep sense of self-satisfaction with those students who have accepted your guidance and succeeded in attaining their class goals.

Working with releasees and probationers can also provide you with a very gratifying experience, if you're willing to accept the challenge. But it might be helpful to rate yourself as a teacher of adults before you consider teaching this special clientele. The following "Pointers for Teaching the Adult Student, Including the Releasee and Probationer" will assist you in examining your own "teaching personality".

POINTERS FOR TEACHING THE ADULT STUDENT, INCLUDING THE RELEASEE AND PROBATIONER

UPON STUDENT'S CLASS ENTRY:

Always remember - your student is an adult.

Be friendly and relaxed - make the student feel welcome.

Accept the student - he believes that you can help him.

Get to know the student, but do not pry.

Listen to the student - take note of his needs, wants, desires.

Be open-minded toward the student's beliefs, attitudes, and life style.

Be discreet with the student's personal information.

Explain clearly the purpose of your class.

Put the responsiblity for learning on the student's shoulders.

Be sensitive about the student's academic deficiencies - emphasize what he already knows.

Be encouraging with regard to the student's abiltity to achieve.

Do not overwhelm the student with unfamiliar material.

DURING CLASS:

Respect the student as an individual - never belittle or scold.

Give equal attention to all students.

Trust the student, and he will trust you.

Be truthful when answering questions.

Allow the student "to confide" in you, but do not overaccomodate.

Let the student take one steady step at a time.

Cause the student to experience small successes along the way.

Show pleasure and satisfaction over the student's achievements.

Continue to exhibit confidence in student's ability to learn.

Remain firm, fair, friendly, and professional at all times.

UPON MY FIRST ENCOUNTER WITH A RELEASEE OR PROBATIONER

"Greeting" your student. Act naturally, be yourself, treat him as any other adult education student - do not show fear or be overextending.

Establishing Rapport. Be a good listener, reply frankly - do not pry, condone, or reprimand. Accept the individual for what he is and think ahead of what you could help him become.

Commencing Instruction. Go easy, create a positive attitude in your student through instant learning successes - be sensitive about your student's deficiencies.

Continuing Instruction. Remain friendly, but firm at all times - do not permit special arrangements or engage in activities outside the classroom.

Concluding Instruction. Both you and your student will feel well rewarded upon completion of the student's class goals. Your student may be experiencing his very first success, while you will be proud of having helped someone on his way to becoming a productive citizen.

INSTRUCTIONAL TIPS

When working with releasees and probationers, you should be prepared to deal with values and attitudes that might be in sharp contrast to your own. In particular low self-esteem, streetwise behavior, con-artistry and resistance toward accepted social norms will be areas that you will need to challenge if class progress is to be achieved.

The values and attitudes of the releasee and probationer usually stem from an environment where negativism and anti-social actions may have been prevalent. Therefore, the success of any "rehabilitative" effort will depend heavily upon a change in the student's subconscious, inner value system. A "drastic" change in the student's outward behavior may demonstrate only a temporary restraint of deep-seated convictions.

It is most important that the releasee and probationer be taught to build a positive self-image, through socially acceptable acts and actions, as a major step in the process of changing his behavioral patterns. No effective "mainstreaming" can take place if the student continues to perceive himself as a non-achiever.

However, above all, your success in working with releasees and probationers will depend on THEIR committment to accept responsibility for themselves rather than blaming others or the system for their problems:

> If you treat an individual as he is, he will stay as he is. But if you treat him as if he were what he ought to be, he will become what he ought to be and could be.
>
> Goethe

ANNOTATIONS TO THE "POINTERS"

The following comments are based on classroom experiences with adult students. **The "DISCUSSION" section points out areas that deserve special attention when working with RELEASEES AND PROBATIONERS.**

UPON STUDENT'S CLASS ENTRY

ALWAYS REMEMBER - YOUR STUDENT IS AN ADULT.

> Unlike a child, who is eager to learn and imitate, an adult has already developed certain values and attitudes. Give your adult student credit for being an individual.

Discussion: The "status" of the releasee or probationer has resulted from behavior other than the accepted social norm. Help this adult make the necessary adjustment by guiding him in the "right" direction, not forcing or coercing.

BE FRIENDLY AND RELAXED - MAKE THE STUDENT FEEL WELCOME.

> By returning to "school" the adult is taking an important step in his life. Make certain that his new encounter with a learning situation is a positive experience, as his previous educational attempts have resulted in failure and usually bring back unpleasant memories.

Discussion: It is particularly important to accentuate the non-threatening learning environment of the adult education program with releasees and probationers. In most instances this clientele will have been "sent" by supervising officers. Emphasize the fact that class attendance is voluntary.

ACCEPT THE STUDENT - HE BELIEVES THAT YOU CAN HELP HIM.

> By coming to you for help the adult has acknowledged that he is in need of assistance. Be flexible, allow the student to feel comfortable in your class.

Discussion: Remember that the releasee or probationer is probably a "sent" student. Allow him time to observe and adapt, but never make concessions. One purpose for his being in class is to acquire behavioral patterns that will enable him to blend into the mainstream of society.

GET TO KNOW THE STUDENT, BUT DO NOT PRY.

Do not embarrass your adult student by asking for information he may not wish to share with you. Let the student tell you as much or as little as he chooses. A student enrollment card can provide an effective "icebreaker" and even be an informal evaluation or assessment tool. By simply reviewing the information together with the student, you can form an opinion about the student's knowledge of spelling, grammar and life-coping skills. But proceed cautiously with a student who has left blanks - he may be a poor speller, may not want to reveal certain facts about himself, or he may be illiterate. Write in the "missing" information for the student.

Discussion: The releasee or probationer may try to conceal his academic deficiencies by refusing to fill out an enrollment card. Forcing the issue would only give him an excuse for "quitting" class. If necessary, skip the "formalities" and introduce him to the instructional material. Start him out in material which he seems to prefer. Or, the releasee or probationer may try to impress you by boasting about previous academic achievements. Do not try to counter such assertions, proceed as indicated before.

LISTEN TO THE STUDENT - TAKE NOTE OF HIS NEEDS, WANTS, DESIRES.

Hear what the student tells you, how he perceives his needs. Start him out accordingly, even though your diagnosis of his deficiencies may be different. If the adult feels that his needs are not being met, he may not return to class.

Discussion: "Obtaining employment" and "making money" usually top the list of priorities for releasees and probationers. This is understandable, as these individuals are struggling to meet the financial demands placed upon them by their parole or probation status. It is therefore important to relate class instruction directly to their immediate needs, which may include obtaining a driver's license, filling out a job application, or renting an apartment. Basic skills or GED preparation can be taught effectively through these areas.

BE OPEN-MINDED TOWARD THE STUDENT'S BELIEFS, ATTITUDES, AND LIFE-STYLE.

The values, attitudes, and life-styles of your students may differ from yours. However, that does not put your students "in the wrong".

Discussion: Releasees and probationers often come from backgrounds that are incomprehensible to the average citizen. Their values and attitudes may have developed from a street-wise lifestyle, their

language and behavior may appear abusive. Do not become impatient or offended, rather, remain firm, insist that everyone abide by class rules and regulations.

BE DISCREET WITH STUDENT'S PERSONAL INFORMATION.

Sometimes an adult education student entrusts the teacher with very personal information. Do not "betray" the student by discussing his concerns with others.

Discussion: Sooner or later the releasee or probationer will inform you of his "status". By doing so, he may wish to "unburden" his mind or test your reaction. Do not "publicize" his "status" to the rest of the class nor allow it to interfere with your instruction of this individual.

EXPLAIN CLEARLY THE PURPOSE OF YOUR CLASS.

Quite often the adult education student does not know what it might take to reach his aspirations. Some teachers feel that the student will be "frightened away" if he is told "everything", while others believe that the student must know from the very beginning all that is expected of him. Regardless of which approach you use with your students, be sure that each student has clear understanding of the purpose of his class activities. Uncertainty in this area may hamper progress, create confusion, leave achievements unnoticed, and cause the student to drop out.

Discussion: Especially releasees and probationers must understand the purpose of class attendance and participation, or their attitude may remain on the "I am here just because I have to be" level and their thinking may not advance beyond the "I can make it without this" belief.

PUT THE RESPONSIBILITY FOR LEARNING ON THE STUDENT'S SHOULDERS.

Although by coming to class the adult has taken initiative to seek assistance, he is not always willing to assume responsibility for going after his goals. Point out what he already knows and help him determine what additional knowledge he needs to obtain, so that he may develop pride in achieving.

Discussion: Releasees and probationers are used to receiving "orders" from supervising officers. Responsibility is usually something they have not accepted nor perhaps ever thought about. They are accustomed to blaming others for anything that happens or does not happen to them -

it is the easy way out. Concentrate on their strengths, show them how they too can become independent achievers through acquisition of new skills.

BE SENSITIVE ABOUT THE STUDENT'S ACADEMIC DEFICIENCES - EMPHASIZE WHAT HE ALREADY KNOWS.

Do not dwell on the student's weaknesses, he is already very much aware of them. Instead, offer sufficient help and guidance so that he can overcome them.

Discussion: Due to his "status" the releasee or probationer may be overly sensitive about his deficiencies. Help him realize that he too is a worthy individual.

BE ENCOURAGING WITH REGARD TO THE STUDENT'S ABILITY TO ACHIEVE.

The average school dropout may feel rather inhibited with respect to "book" success. Be encouraging and supportive of his aspirations, but help him set realistic goals.

Discussion: Genuine praise and encouragement are bound to elicit positive response from the releasee or probationer as well - show him that you really care. Any pretentiousness will be easily detected by the releasee or probationer and will result in conning and gaming on his part.

DO NOT OVERWHELM THE STUDENT WITH UNFAMILIAR MATERIAL.

Do not pile books in front of the "unsuspecting" student, explain to him first "what it's all about". Otherwise he may become an "instant" drop-out.

Discussion: The releasee or probationer who has been "sent" to class is already apprehensive about entering an unfamiliar environment. Do not increase his fear by handing him material that is too advanced for his comprehension.

DURING CLASS

RESPECT THE STUDENT AS AN INDIVIDUAL - NEVER BELITTLE OR SCOLD.

Never forget that your adult education student is a voluntary class participant. Your task as his teacher is to help, not reprimand.

Discussion: The releasee or probationer has been subjected to "scolding" and "belittling" due to his "status", and most likely he anticipates more of the same in your class. Show him through words and actions that he is an equal in your class, even though he has been "sent".

GIVE EQUAL ATTENTION TO ALL STUDENTS.

Always keep in mind that your duty is to help all, especially those who experience the most difficulty with learning.

Discussion: Once the releasee or probationer has "identified" himself, do not overextend yourself in lending him assistance. Treat him like everyone else in your class, as he must realize that he is no exception and needs to follow the same rules and regulations as other students.

TRUST THE STUDENT, AND HE WILL TRUST YOU.

Build your rapport with the student on mutual trust.

Discussion: "Getting away with things" has often been the way of life for releasees and probationers. Avoid entering into any "agreements, contracts, or negotiations". Insist that the releasee or probationer do the work like everyone else. Restrict contact with your students to regular class hours and classroom activities - never include them in your private activities.

BE TRUTHFUL WHEN ANSWERING QUESTIONS.

Express your convictions, but "permit" your students to think differently; they will appreciate your honesty.

Discussion: Once you know the "status" of a releasee or probationer, do not avoid the issue. The releasee or probationer often wants to talk about his experiences as well and he should be entitled to that privilege.

ALLOW THE STUDENT TO "CONFIDE" IN YOU, BUT DO NOT OVERACCOMODATE.

An adult education student may seek advice from you in personal affairs. Allow the student "to confide" in you, but limit your assistance to classroom contact.

Discussion: Be cautious about "confidential" matters pertaining to the releasees or probationers or yourself. Your knowledge of their information may lead to legal confrontation. Their knowledge of your information may cause unforeseen occurances. Be certain that your students understand that you are in no position to assume responsibility for their private concerns. Empathize, but never sympathize.

LET THE STUDENT TAKE ONE STEADY STEP AT A TIME.

Sometimes your adult student may be "in a hurry" to acquire certain skills or obtain the GED certificate. Assist him to the best of your ability, but make sure that he treads on solid ground - superficial advancement or false encouragement would only result in final disappointment for everyone concerned

Discussion: Especially the younger releasee or probationer may tend to be unrealistic regarding his capabilities and goals. He may seek and demand immediate success. Counsel with him, explain to him what steps must be taken to satisfy his aspirations.

CAUSE THE STUDENT TO EXPERIENCE SMALL SUCCESSES ALONG THE WAY.

The adult education student often lacks the necessary motivation and foresight to focus on a long-range goal. Continuous encouragement, through small learning successes along the way, will take him to his final destination.

Discussion: The average releasee or probationer has a history of failures. This adult in particular needs to experience "instant" learning successes in order to realize that he too can be an achiever.

SHOW PLEASURE AND SATISFACTION OVER THE STUDENT'S ACHIEVEMENTS.

Be abundant with praise and encouragement, but avoid raising false hopes.

Discussion: The releasee or probationer is usually not accustomed to receiving "a pat on the back" - give it to him frequently if he is deserving.

CONTINUE TO EXHIBIT CONFIDENCE IN THE STUDENT'S ABILITY TO LEARN.

If you show your student that you believe in his ability to achieve, he will believe in himself and be an achiever.

Discussion: The releasee or probationer needs continuous, positive reinforcement, as he generally comes from a background of non-achievement.

REMAIN FIRM, FAIR, FRIENDLY, AND PROFESSIONAL AT ALL TIMES.

The adult education student may lean on you for assistance with personal matters or class achievement. Do not allow him to become overly dependent, as the primary purpose for his being in class is to learn how to function independently.

Discussion: "Firmness" and "professionalism" cannot be overemphasized when working with releasees and probationers. Loaning money, buying cigarettes, giving rides, or seeing students outside regular class hours would only hinder the intended socialization and learning process. Releasees and probationers often tend to interpret kindness as weakness.

WORKING WITH "CAPTIVE" AUDIENCES

If you are considering teaching an on-site class in a half-way house or restitution center, you will not only need to assess your role as the teacher but also clarify the role of facility staff as pertaining to your class. It is extremely important that you do not assume the responsibility of "rounding up" students at class time. Since your class is offered at the request of the half-way house or restitution center and meets part of their operational guidelines, an understanding with respect to residents' class attendance must be agreed upon prior to commencing instruction. The reason for this is two-fold: your position as an adult educator is to serve, not to "coerce", and by being relieved of the "enforcing" factor, you will not represent authority or threat to your students as does the facility staff - in most instances class attendance will be mandatory for facility residents.

Quite a different teaching situation may evolve in a jail setting. An inmate may wish to take part in adult education in order to be let out of his cell, or an inmate may rebel against program participation because of the psychological impact of being incarcerated. "Negotiations" with respect to active program participation usually seem to be left up to the inmate and the adult educator, with little or no interference by jail staff. The most difficult teaching condition will arise if the student must remain in his cell and teaching must be done through bars, in competition with TV sounds and heckling from other inmates.

Since security constitutes the major concern of any jail staff, you may be viewed as an intruder who poses a threat to the security system. It is therefore equally important to cultivate rapport with the jail staff. You could, for example, point out that adult education will assist in improving inmates' cooperation, thereby reducing disturbances and violence.

However, despite your "neutral" position in any of these teaching situations, you may at first encounter rejection, anger, distrust and hostility. It goes without saying that jail inmates have been deprived of their freeedom of movement, but even half-way house and restitution center residents tend to view their facility as an extension of prison or jail; since these individuals are subjected to a number of facility rules and regulations, including the attendance of your class, they continue to exhibit hostile and negative behavior.

You will need to confront and counter these attitudes before you can expect any constructive teaching or learning to take place. There is no one particular approach that can be offered as a "sure cure" for the attitude problem. Above all, your students must feel your genuine willingness to help, your sincere caring, and your unprejudiced acceptance of each one of them as an individual - you must restore their sense of dignity.

Adult educators who work with "captive" audiences emphasize that certain character traits are essential for teaching the hard-to-reach:

Patience - ability to understand your students' good and bad days, depression, and anxiety

Caring - desire to help your students and to recognize that everybody is somebody special

Tolerance - ability to be non-judgemental and unprejudiced

Empathy - willingness to be a good listener without becoming gullible

Maturity - ability to deal with youthful students

Flexibility - ability to adapt to difficult teaching situations and to adjust teaching methods accordingly

Frankness - willingness to answer questions honestly and directly without being overbearing

Sense of Humor - ability to appreciate different viewpoints

Pertaining to instruction itself, it was pointed out that first and foremost the teacher of "captive" audiences needed to make his own interest and enthusiasm evident and go the second mile without being condescending. He should say something positive about everyone, thereby allowing each student to experience self-worth.

Instructional environment should be relaxed, yet orderly and well structured at all times. Communication skills should be stressed by allowing students to express their opinion while teaching them to listen and respect the opinion of others and preventing their know-it-all syndrome from prevailing. Students should be provided with specific instructional guidelines and expectations, and positive learning experiences should be prompted by asking students to accomplish only attainable goals. Boredom and busy work should be avoided. Some type of certificate for work completed could be used as added incentive toward active class participation.

With regard to the instructional subject matter, you will not be able to assume that your students will unquestioningly accept the notion that education will make a difference in their lives. It will not

suffice to say that a GED certificate or high school diploma will open doors to the job market or that an improved reading ability will enable one to keep up with daily events. It will be necessary for you to counsel with each student individually, showing him how acquisition of certain skills would permit him to eventually reach his particular goals.

Due to the relatively brief and indefinite stay of "captive" audiences at their respective facilities, achievement of "conventional" adult education objectives often becomes impossible. What can, however, be achieved under such adverse teaching circumstances is accurate assessment of each student's basic needs, initiation of instruction at an appropriate level, development of productive habits and of an "I can" attitude.

RECOMMENDED ADULT EDUCATION "CURRICULA" FOR RELEASEES AND PROBATIONERS

The major concern of all releasees and probationers is the obtaining or maintaining of employment. Therefore the life-coping skills approach in adult education can best meet the immediate needs of these students as well as ease them into improvement of their basic academic areas or commencement of their GED preparation. Social reintegration or mainstreaming constitutes another critical area for all releasees and probationers. Here, too, the life-coping skills approach can offer them the much-needed assistance.

Topics that have been identified during project implementation as pertinent toward the development of acceptable work and social skills by releasees and probationers are as follows:

ESTABLISHING POSITIVE SELF-IMAGE -

Objective: to make releasees and probationers aware that they can be and are in control of their actions and goals

EXPLORING EDUCATIONAL POSSIBILITIES -

Objective: to present a total picture of educational options and to relate necessary academic training to one's occupational goals

FILLING OUT JOB APPLICATIONS -

Objective: to organize one's personal information and work experience as well as to prepare answers to specific questions

LOOKING FOR A JOB -

Objective: to dress, act, and talk appropriately when looking for employment

COMMUNICATING WITH OTHERS -

Objective: to recognize the importance of communication in various life situations

MONEY MANAGEMENT -

Objective: to learn to spend wisely within one's means

"PROPAGANDA" -

Objective: to rationalize when making decisions about purchases or expressing opinions on issues

BANKING -

Objective: to familiarize oneself with various banking options and services

CREDIT -

Objective: to understand the advantages and disadvantages of utilizing credit

OBTAINING HOUSING -

Objective: to become aware of costs involved in securing and maintaining housing

INSURANCE -

Objective: to become knowledgeable of various insurance options and to determine one's insurance needs

CAR BUYING AND CARE -

Objective: to become familiar with car purchasing options and to understand the cost of vehicle maintenance

SAFETY -

Objective: to prevent accidents and to learn how to respond in emergency situations

Instruction of such "curricula" will most likely occur in half-way houses, restitution centers, or by special arrangement with student attendance being mandatory. In adult education classes of this type, which were taught during project implementation, group instruction proved to be most effective for eliciting active participation by all students. An informal seating arrangement was particularly desirable for achieving a relaxed learning environment. The teacher's role was

that of a moderator rather than lecturer. Interaction among students took its own course once the ice was broken with simple, general question-answer situations.

RULES AND REGULATIONS FOR TESTING INMATES AND PATIENTS IN STATE, COUNTY AND MUNICIPAL CORRECTIONAL AND HEALTH FACILITIES

Procedures for GED testing in county jails may vary. Some counties provide security to transport inmates to a local testing center, some counties prefer to provide on-site testing. Find out how inmates usually test.

If you find that no provisions have been made to provide testing, you may wish to contact the chief examiner at a local test center, or you may contact Cathy Erwin, GED Testing Program, Texas Education Agency, 201 E. 11th, Austin, Texas 78701, (512) 834-4085. It is possible that test sessions may be arranged which are agreeable with both the test center and the restraints of the jail staff.

If the county and the institution housing a testing center agree to procedures for test administration as outlined on the following page, a center may be authorized to provide on-site testing. You should review these procedures, as you may find yourself in the position of having to facilitate such arrangements.

All restricted GED test materials (test batteries and scoring keys) are to be kept under lock on the premises of institutions housing official GED test centers. The GED Testing Service may modify this provision to allow transportation of the restricted test material to county jails under certain conditions. Upon requests from both the institution housing the test center and the sheriff's office, the Agency may recommend such testing if there is an on-going preparation program at the jail serving a sufficient number of inmates to warrant testing services, and if both parties agree to the specific testing procedures outlined below:

1. Before a scheduled test session, the sheriff's staff will submit a list of examinees to the test center and indicate exactly which test booklets will be needed.

2. Before leaving the GED test center for a test session, the chief examiner will inventory the tests to be administered, and transport them to the jail in a locked briefcase.

3. The sheriff will provide a security guard to be present in the examination room at every test session.

4. Using a test administration log, the chief examiner will record the tests by booklet, form, and serial number, and indicate to whom the test was issued.

5. Standard test administration procedures will be followed at all test sessions conducted at the jail.

6. After each test session, the booklets will be inventoried and placed in the locked briefcase, along with the answer sheets and scratch paper, and returned to the test center.

7. The restricted test material should be inventoried again upon arrival at the test center, and placed in the locked storage facility.

8. All scoring will be done at the GED test center. No scoring keys are to be transported to the jail.

9. Only the chief examiner or designated proctor will transport the restricted test material and administer the tests. The chief examiner or proctor must be an employee of the institution housing the official GED test center.

APPENDICES

TEXAS IN TRANSITION: COMMUNITY CORRECTIONS COMES OF AGE

First Urban Issues Conference on Community Corrections
The University of Texas at Arlington
August 17, 1983

"WHAT I LEARNED FROM GOING TO PRISON"*

Ned Rollo, Executive Director. OPEN, Inc., Dallas, Texas

Good morning! I really do appreciate the opportunity to be here this morning, and I will try to share with you my thoughts and observations that I've accumulated over the last sixteen years as concisely as possible. When Tom Sullenberger asked me to do this presentation, I really had a lot of mixed feelings. I'm sort of in a schizophrenic situation inasmuch as I am both an "in-law" and "out-law" and I have to wear both hats simultaneously. When he suggested I speak on what I learned in prison, I know he really intended it as sort of sardonic humor, but I took it very seriously, which is my nature, and I've really given this whole issue a great deal of thought. So what I share with you is basically what I've sifted down over the last sixteen years of observation.

In preparation for this I realized that what a person learns under institutionalization is really only half the picture; that life following incarceration is the other side of the coin. So I will try to broaden my presentation to you by giving you what I learned as a prisoner, which is in many ways very limited because a prisoner is mostly just an animal of experience. He just goes through a series of experiences and you don't necessarily come out of it knowing any more about the criminal justice system than the day that you went down. Doing ten years as a prisoner doesn't make you an expert in criminal justice any more than doing ten years as a guard. Therefore, I will really take a look also at what I have observed in this business, in the criminal justice profession <u>per se</u>.

Now as I inventoried and reviewed the five and one-half years of pain and agony and despair that I experienced as an inmate, it was very uncomfortable for me because a lot of this stuff I had put away, as a matter of expediency, and I realized something that was really quite remarkable. I did a financial inventory and I discovered that the State of Louisiana and the Federal Bureau of Prisons and the Department of Justice and various law enforcement agencies have spent slightly over a quarter of a million dollars, arresting me, prosecuting me, incarcerating me and supervising me. So essentially a quarter of a million very real dollars have been spent on what I have learned as a prisoner. What I have basically found, trying to bring it down to a

*Reprinted with the permission of Ned Rollo

focus, is that the essential by-product, the basic product of institutionalization, by that I mean imprisonment, whether it be a jail or a penitentiary, is what I refer to as undifferentiated hate.

Now, for those of you who haven't experienced undifferentiated hate, I'd like to give you a very simple definition. Everybody knows what it is to hate someone, to feel so much resentment against them that you would like to see them dead, perhaps, or you would like to see them vanish from the earth, or you wish maybe you could point a finger at them and their heart would stop. I mean there is a lot of resentment and rage in this world, and I think most people have some idea of what hate is. For the prisoner though, hate becomes virtually a profession. Whether they are cognizant of the fact that it's developing, the fact is that within three to five years after a person goes down, they begin to have a generalized sense of resentment against "those people out there that did this to me." Now, undifferentiated hate is when I hate you, and I hate your mother, and I hate your mother's cocker spaniel, and I hate your mother's cocker spaniel's veterinarian. It's very important you understand what I'm referring to here. The sense of rage, the sense of futility, the sense of wanting to "catch back" -- which is a fairly common penitentiary expression. I'm suggesting to you that institutionalization by and large breeds antisocial attitudes. It breeds perceptions which are contrary to the public good; and that's a gross understatement.

It's important that you understand what this type of seething hate does to the heart and the mind of the offender. If an individual goes into a North Louisiana Prison Farm and spends a year in isolation, I assure you that their attitude is vastly worse than the day they went down. I say that because I lived through that experience, and I found by and large that the majority of inmates that I have observed, both as a prisoner and as a practioner in this business, tend to come back to us not "value added", not better off, but three to five times worse than the day that we adjudicated them and put them into one of our "rehabilitative" institutions.

Now, I'm not going to debate the wisdom of restitution vs. rehabilitation vs. punishment. I'm not going to get off into all of that because that's not my purpose at all. I do know that a public offender the day they are adjudicated, the day they are found guilty, the very heartbeat that the gavel falls -- those individuals constitute a very visible, a very measurable social problem. What we do with that problem really tells us a great deal about what we are as a culture, what we are as a community, and certainly what we are as a moral construct. How we deal with our problems tells us a great deal about who we are and what we are as individuals. The correctional experience -- I call it an "experience" because if you look at what happens to a prisoner through the eyes of the system, you're not really looking at it in a way that relates to how the clients themselves view what occurs. So when I talk about the experience, the correctional experience, I'm

talking about it as it is lived from the moment when the gavel falls for 3, 5, 10, 15 years that follow. And in many cases, ladies and gentlemen, the correctional experience never ends.

One of the central problems of our business is the fact that there is no closure, there is no end. When is a person an ex-ex-con? When is it all over? When are you OK again? When is a handicapped human being no longer handicapped? When are they okay? The fact that there is no closure in our business means that many of the people that I deal with and that you deal with professionally, their central self-perception is that of a misfit, an outcast, an alien from Mars, an outlaw, a criminal. And many people begin after 3 to 5 to 6 years to take tremendous pride in their alienation, because if that's all you have,then you tend to play it and you tend to stand up and say "look, I'm bad. You think I'm dangerous, I'll show you how dangerous I really am!" And this happens all the time and for you that are in this business that deal with people on a daily basis, you see it.

Now the correctional experience in my estimation is an endless series of trap doors and it's absolutely inevitable that if you are in this experience, you must fall off into one, or two, or ten, or twenty. As you walk across these doors you never know which one's going to open up. You don't know if it's going to be your cell partner that snitches you off; you don't know if it's going to be a particular guard who doesn't like your face; you don't know if ... you don't know! You never know. But it is inevitable that every given person that passes through this experience must fall off into a series of traps.

It's an endless cycle of de-habilitating events, because what you must understand is that a penitentiary is not just brick walls and bars and concrete with vomit on it. I mean it's not those things. The penitentiary is a negative value system. It's a value system that is built on the premise that kindness is weakness. And stop and realize that if in a total society (and a penitentiary is a mini-society) everything is based on that concept, then love, friendship, compatibility, unified purpose, all those positive things are totally impossible.

The penitentiary and all jails over the last 200 years since the first jail was opened, in Philadelphia, work under the concept of divide and conquer. We take people apart for the purpose of control. How do fifty individuals control 5000 "mad dog" killers? It happens because there is a system for taking people apart and the clients themselves buy into that. But there is no mechanism for re-assembly.

In many cases the reason that people go to the penitentiary is because they are social misfits; they are losers in our culture. They are lost, and in many cases if they are dangerous, they are dangerous unto themselves. The media, and our melodramatic nature, and the way our society perceives crime tend to really distort a feeling for the sub-populations that exist in our institutions. Over 50% of the people in TDC, as I understand it, are in for robbery or burglary, property

crimes. The terrible things that you read, the multiple murders -- you know the grisly butcherings -- these are really very small, a very small percentage of the crimes that we are considering. In terms of community based corrections, what we are talking about really is the community taking an active and viable responsibility for the deviancy that exists. And I'll get to that in a few minutes.

It's important that you understand the very startling fact that the national prison population has risen one percent per month for the last two and one-half years. That's the greatest gross increase in incarcerated human beings in the history of this country and they expect it to march into the twenty-first century. We can't possibly build enough cells, and as long as we're dealing with the questions of overcrowding, we can't ever, ever, ever, ever get down to the real issues of program. We're so concerned with the box that we never ask what happens inside of it. And that's a fallacy in mental health, it's a fallacy in geriatrics, it's a fallacy across the board in terms of human service. And what does it produce? What does this path of pain produce. One of my ex-cell partners wrote it on the wall one time. It was what he called the 3-D's: disdain, despair and disgust. There's a lot of sensitive people in the joint, they have a lot of time to sit around and to ferment, and for whatever reason, to look at the heart of life because there's no hiding from life in a solitary cell.

Now, it was with this positive frame of mind that I arrived in Dallas six years ago. Less than forty-eight hours out of the isolation cell in North Louisiana, where I had been locked up for a year for the unspeakable sin of starting a law library. If you ever go to a North Louisiana Prison Farm (I advise that you never do that), just do your time and let your fingernails grow and don't complain about anything.

What has happened to me over the last six years since release is truly amazing. This community for whatever reason, and by that I mean Dallas County, has entrusted me with a little over a quarter of a million dollars in direct cash to play with, to experiment with, to design innovative programs. I don't claim effectiveness, I must tell you right now, so don't up and attack me and ask for my "stats", because essentially, my profession is to set trends, or at least to try to. I view myself, hopefully, down the road maybe five years, as a positive change agent. This is just my own self-image. When I looked at the total picture, I realized that whatever it is I know, has cost a half a million bucks! Between the community and the correctional system, after sixteen years somebody has invested an awful lot of money in me and I often wonder why people don't take my great store of knowledge and put it to more productive use; but that's a personal problem.

I'll share with you basically what I've learned from the total situation. I've learned that the correctional system is not a system, it's a fragmented array of dysfunctionctional sub-parts. By that I mean the correctional system is a lie; it's a bald-faced lie; it's a breach of the public trust. It doesn't correct anyone, no one. It might incapacitate someone. If you take someone who is a pathological killer,

who has given up the values that render them human, that would rape their own mother (I mean these things do happen), if you have someone like that, then you obviously can see where incapacitation serves a potential function. But for the case of some stupid nineteen year-old kid who goes out and steals a cow and butchers it in the middle of the field to feed his hungry family, and the Louisiana Cattlemen's Association, absolutely insists he get five years, and for the kid to be raped, to lose his identity inside an institution and to walk out, very very close to a nervous breakdown, I don't know that that really serves the public safety of the community. I'm suggesting that there are many, many such cases of legalistic abuse.

If a person walks, crawls, or wiggles out of the correctional process a better human being, they have beat the system. There's no other way to do it. I tell inmates that constantly. You can't beat them by force, you can only beat them by growth. But I assure you that in the perception of the inmate, he is in the penitentiary for one reason only, least any of you wonder why people are in prison. You're there to get out. And whatever it takes, you do it! I think that in our society, one of the ultimate challenges is to come out of the criminal justice system or the mental health system an enhanced human being, in control of who you are and what you are, with some sense of desire to contribute to the world around you. It's almost impossible.

It's my general belief that we are doing a great disservice to the community. I think that we are spending an awful lot of money. For instance, the national prison administrative budget for last year was approximately 9.1 billion dollars. I would like to stress that the American Correctional Association estimates that no more than 3.1 percent of that was spent on client enhancement. Now this comes down to a very basic question: What is corrections? Not just community based corrections, not just prisons, not just probation or parole, you know, not just pre-trial diversion, I mean, <u>what</u>, <u>what are we here for</u>?

What is the function of corrections? Alright, obviously, it's to deal with legalistic deviates, or people that are labeled by the courts or by society as being beyond the bounds of acceptable limits, acceptable behavior. I suggest to you this morning a fairly revolutionary idea that the only, the <u>only</u> acceptable function is client improvement! There's no other way we can justify it; no other way at all. Anything else besides improving the client acts to denigrate public safety and to threaten the welfare of the total community. Now, why is it we don't understand this? Why is it that philosophically and practically we don't comprehend this?

I would like to make a suggestion because I don't really have the answers. I think about it all the time, all the time, and I believe that the whole area of crime is shrouded in emotionalism. It's shrouded in fear and anger and resentment in terms of victimization. I think that's very human, very historical, very natural. However, dealing with a major social problem should not be an emotional issue. It will remain such until the community sees what the trouble is and we say, "Okay,

let's give this inmate a high school education." Now if the community says, "Why should we improve this clown, this punk, this terrible human being, why should we do anything positive for this deviate?" as though we are doing the client a favor by improving him, that is a critical error. That is a systematic error of perception because we are not doing the client a favor in educating him. We are really doing ourselves a favor, because by reducing the probability of repeat crime, you're enhancing public safety. That's the bottom line. The bottom line is the welfare of daily life. It's the fabric; it's the quality of life factor. Corrections, in fact, should correct.

If you want to punish people, I can really understand that, but what if? Let's play the "What if" game for a moment. "What if" by punishing people in the manner that we currently prescribe we are increasing crime? "What if" the current correctional process in this country is the major perpetrator of repeat crime? It's a startling thought! It's a terrible thought! But every indication suggests that. All criminal justice literature over the last ten years suggests that we are making our problem worse on a daily, systematic basis.

Now, what is community based corrections? And, what is the hope of that? Community based corrections is a trend. There are many trends in this business because there isn't any central focus, and so we just lope along from one good idea to the next. Community corrections is more than half-way houses. It's more than probation. It's a philosophy, it's an attitude. It's a very important attitude because it represents a reversal of 200 years of negative social thinking. We have a terrible habit in this country of sending all of our problems to caretakers. Whether it's our old folks, whether it's our cripples, our crazies or unwed mothers, whatever it is, we send it to somebody else to take care of it. We send it to the MSW or to the professional; to the practitioner. We want it out of our hair. We don't want to face our own responsibilities, and it's really ironic because the major message that we constantly deliver in our own way to the public offender is be responsible for your actions. And yet the community doesn't want to be responsible; it wants to send its problems to TDC, or to a local county jail, or to a district attorney or whatever. Community corrections represents philosophically an opportunity to reverse that very negative and destructive trend.

Community corrections offers an opportunity to redefine our criminal sanctions. It may well be that it's a lot smarter to take a nineteen year old kid and let him go through a program of community restitution as an example, rather than send him to the joint and let him come back thinking that he's a junior gangster, when in fact he's not bad at all -- he's just bad enough to get in trouble again. Community corrections even more can humanize this business. It desperately needs that. At the same time it can lend effectiveness to the ways that we handle our deviates, our identified deviates. Community corrections really means a wide, almost magical array of innovative programs that are now becoming possible. Very frankly, as many of you know, these programs were literally unmentionable five years ago. Just five years

ago! So what we see here because of the Ruiz opinion, because of Judge Justice, because of Federal courts -- for whatever reason, whatever the catalyst is, and even though overcrowding seems to be the central focus -- it's forcing us in a positive direction, if we just take it.

If we don't really stand up and take a responsible, mature role in the whole community corrections issue, within two to four years the whole concept will melt away and be replaced by something else. God only knows what it will be. But if you've been at this business awhile or any other business, you know that every two to four years it's a new idea, it's a new trend. Well, now it's community corrections' turn. And either the people in this business are going to make it a viable, long-term effort, or it will just come and it will just go.

Now for those of you who deal with public offenders -- whether you deal with them directly one-to-one in a therapeutic setting, in a transitional facility; whether you administer programs, whether you oversee, no matter what you do -- I'd like to suggest one basic criterion for evaluation of all program performance. And I know this is going to sound really camp, but it's very serious.

The first rule of thumb is don't ever, ever, ever under any circumstances make your problems worse. Don't ever make problems of your client worse than the day they walked in and sat down in front of you. I'll tell you a little story. Undoubtedly the strangest and craziest man I ever knew was my cell partner for about two years. He was so dangerous that nobody messed with him; the guards didn't mess with him. The inmates didn't mess with him. And he never said anything. It was just his vibes. He was often described as a piranha fish and I think that was a good description. But Frank had been down a long time; he went down at the age of 13; he was locked up in Pineville Mental Institution in Louisiana for two years, declared sane, declared an adult, and given life at the age of 15. I met him at the age of 27. He had taken every advanced calculus course from Berkeley that they would offer by mail; he was unquestionably a brilliant man and he was unquestionably mad.

Now after I got out of the penitentiary and went back to Chicago and I was working in the criminal justice system, I went back to see Frank on a special visit and I felt very, very inclined to apologize to him for being sort of a turncoat or, you know, I'd "squared" up so to speak. I wasn't sure my identity was really palatable to Frank at that point, so I apologized for being part of the system, and he told me something that I'll never forget. He said, "Look, it's alright." He said, "I'll tell you what. When you go home at the end of every day, ask yourself basically one question. How much damage did I do today?" He said, "If you didn't do any damage, that's the very best you can hope to do working for the bureaucracy." Now that cold-blooded approach unfortunately is the way the client, the public offender, views the intent and the actions of the community. Frank was very serious, and I took him seriously. And I've thought about it a great deal. I believe that the criminal justice system does an awful lot more damage than it

does good. That's what I learned in the penitentiary, and what I've learned in the community is that it doesn't necessarily have to be that way.

We have a moral obligation as well as a profesional obligation as well as an obligation as citizens to at least see to it that people who come out of our institutions don't come out worse. The other side of that is we have a responsibility to become factually competent. Now the criminal justice business is a profession of lies; it's a lot of lies. I haven't seen any statistics in the last ten years that I have any confidence in whatsoever, including mine. There's no standardization, there's no anything. There's no continuity of community. It doesn't exist. The umbilical cord out of an institution into the free world is about one-half a centimeter long, and I know too many inmates who refer to being "kicked out" of the penitentiary after ten or fifteen years. And if you deal with long-term prisoners, if you deal with people who have done like 7, 10, 12, 16 years, in many cases there's not even light in their eyes anymore. They're "zombiated" -- that's my word. They're literally walking dead men. I mean you want to go up and wave your hand in front of their face to make sure they're really there.

I did an interesting thing recently. I pulled five people into my office, all of whom had done ten years or more, and I asked them "How can we help? If you could make a suggestion, you know, what should we do?" And, they all just sat there and mumbled. There wasn't really any energy left; they were already burnt up. And I think that's really pitiful. Now you see people who are exceptions, who come out after ten, twelve years and they are really on top of it, but I suggest to you that that's really very rare.

Now, I'm sorry that Bob Britton isn't here, because I work with Bob and I know that he has a lot of ideas and concerns about the pragmatic side of community corrections. In lieu of his presence, I will add a couple of things and then close. There are no magic answers in this business. Believe me, if there were, I would have pushed the buttons a long time ago because I really care. What I found is that it's an extremely complex, extremely dirty, extremely difficult business. And because it is so big and so difficult and so dirty, the tendency for all of us is to look for a simple, single solution. More jails, less jails. More criminal district judges, harsher sentences, more probation. The fact is that this is a vested interest business and it takes ten to twelve years to get a holistic feeling for how big and how crazy it really is. There are numerous variables involved in reducing adult repeat crime. We know for a fact that, let me just give you some Dallas information. We send betwen 50 to 70 people to the penitentiary every week. We also get that many back. Now we know that at least 60% of those fail. We also know that a vast majority of the people that we try to assist come back to us as victimizers.

Some of the reasons are pretty obvious, the things that all of you deal with. We know as an example that prisoners are basically an uneducated lot. In Texas we have a fifth to sixth grade reading level;

blithering idiots constitute about 40 to 50% of the prison population in this state. They are just not the brightest sub-section; they're not the best trained, they're not the best prepared, they don't know a goal from a Coke machine. So we are dealing with people who are basically on the very bottom of our socio-economic system. They are our losers! Education, the lack of education and life skill preparation is one critical barrier.

The next critical barrier is the lack of community resources and having access to those community resources. The inmate views the community as the enemy. It was those dirty swine, those pigs that put me in here. They embarrassed my family, you know, the whole thing. They took all my money and my toothbrush, my name, the whole business. The lack of social supports is the second barrier.

The third barrier and one that is extremely obvious is the need of meaningful employment. Not only for the financial survival aspects but for the self image, the ability to reconstruct, to feel like you're human again, that you are a real viable person. Employment is obviously extremely critical.

The fourth factor is the extreme importance of the duration and the stability of the personal support system. If any one of us walks outside of this meeting and gets hit by a truck, you're not just going to call an ambulance, you're going to call somebody you love. And if you get busted and go to jail and need bond, you're going to call somebody that you think cares enough about you to get up that money and to get down there and put it on the desk and to get you out and drive you home. In other words, when the crisis comes, ultimately we turn to our private support system. We turn to our families, and our loved ones and that's the fourth critical issue.

The fifth and last in my estimation is the extreme importance of upward mobility. The opportunity to reconstruct and to grow. If there is any single factor that breaks the cycle of repeat crime, going down again, and again, it is the fact that you grow beyond the experience -- and the community must permit that to happen. They must put their subjective fears and rage aside for the singular purpose of good social management.

Now of all these factors, the one I'm really focusing on at this point is families. We have 16,000 family units in Dallas who have somebody in the penitentiary or on parole. Now these families might constitute a second cousin, you know, or a mother. Particularly when you deal with death row mothers, it's really an agonizing sub-group of people. What you find is very special forms of problems within these families. The agony, the financial burdens of being a single parent, breadwinner and all that, and the tremendous burdens that only increase with the correctional system and the lawyers, and appeals processes and visits down to TDC. Then you get into the social stigma, the embarrassment. And then you get into the personal aspects of guilt, and rage, and loneliness and despair. These families have a hell of a yoke

to carry and what's important about the family is not that it is a social service issue; I'm not suggesting that we help the family because it's a neat thing to do. But because if there is any single tool for rehabilitation of the offender, it is that personal support system. In a broad sociological sense, when I'm talking about family, I'm talking about anybody who cares, okay? It's that one-on-one that makes the difference. It made a difference for me. My mother carried the whole ball. I'll tell you right up front, it was the few people who stood by me that motivated me to care when I didn't care. And when I talk about hate, ladies and gentlemen, you know you're looking at it.

I hate many things and I spent the last six years trying to gain control and to objectify that, because I've sat in a solitary cell for a year and made a hit list of all the people I was going to kill, that I felt I had a moral obligation to eliminate for the injustices they had perpetrated against me. When the list got to fifty-four, I knew that I had lost control. I knew that my life was now commanded by emotions beyond me, and at that moment I made a mental resolution that I couldn't afford to give my life to hate. It's an all-consuming thing and if there's any counter balance to that hate it is love. It's concern, it's human kindness, it really is. And I'm not being melodramatic here, I'm simply telling you that if you are in an institution, the depth and duration of your personal supports makes a tremendous difference.

Now this conference is very important. It's intended to make all of us think about the future, and our individual and collective roles in it. That's the importance of this conference -- not to give you facts and figures and perspectives, but to make you think about the whole issue of how we deal with our criminal problems. If community corrections is to win its place as an effective approach, what happens over the next five years is extremely critical. And I applaud the fact that UTA is taking this initiative because community corrections is now "catching on," but I assure you that there's very few people who really know what it's all about. It isn't just taking people out of prison and putting them in programs in the community. It's much more than that. It's the community as I stated, taking responsibility for its problems, and that responsibility needs to show up in effective programs, well-managed programs, well-thought-out-programs.

I appreciate this opportunity to vent my wrath. It's not often I have this opportunity. I usually have to scream at my wall or my cat or at the shower when I'm shaving or something. You must realize that when you deal with a public offender, he or she is going to tell you whatever they think you want to hear because they've been conditioned to be out of control. If there's any central thing you can do for the public offender in order to start them in a positive direction, it is to help them to at least perceive themselves as being in control again. Thank you very much.

Parole Regions in Texas

BEST COPY AVAILABLE

TEXAS BOARD OF PARDONS AND PAROLES

8610 Shoal Creek Boulevard
P.O. Box 13401
Austin, Texas 78701
512-459-2700

REGION 1

District I
219 Sunset Avenue
Dallas, TX 75208
214-942-8881

District II
11424-D Garland Road
Dallas, TX 75216
214-328-8443

Grand Prairie District
2600 East Main
Grand Prairie, Texas 75050
214-264-4271

REGION 2

District I
4949 West 34th Street
Houston, TX 77092
713-956-1478

District II
3011 San Jacinto, Suite 204
Houston, TX 77004
713-522-6034

District III
3716 Reveille Street
Houston, TX 77087
713-644-0583

District IV
4625 Mooney Road #150
Houston, TX 77093
713-987-7105

REGION 3

San Antonio District
321 Center Street
P.O. Box 1768
San Antonio, TX 78296
512-225-2668

Corpus Christi District
4639 Corona, Suite 79
Corpus Christi, TX 78411
512-852-4002

Harlingen District
P.O. Box 2621
513 E. Jackson, Room 209
Harlingen, TX 78551
512-423-2604

Victoria District
104 Teakwood, Suite 3
Victoria, TX 77901
512-578-6021

REGION 4

Lubbock District
5102 29th Street
Lubbock, TX 79407
806-799-[illegible]

Amarillo District
2738 South Georgia
Amarillo, TX 79109
806-355-9210

Big Spring Districtict
1010 Main
Big Spring, TX 79720
915-263-8501

El Paso District
5097-A Brook Hollow Drive
El Paso, TX 79925
915-778-4233

Midland/Odessa District
202 Airport Plaza
P.O. Box 6167
Midland, TX 79701
915-563-3222

Plainview District
Skaggs Building, Suite 203
7th & Broadway
Plainview, TX 79072
806-293-4612

San Angelo District
112 West Beauregard
San Angelo, TX 76903
915-655-3834

REGION 5

Fort Worth District I
721 Seminary South Building
Fort Worth, TX 76115
817-921-3537

Abilene District
Mims Building
North 3rd at Cypress
Abilene, TX 79601
915-763-5401

Denton District
210 South Elm, Suite C
Denton, TX 76201
817-566-1116

Fort Worth District II
6015 Meadowbrook Drive
Fort Worth, TX 76112
817-496-6211

McKinney District
203-A West Louisiana Street
McKinney, TX 75069
214-542-1207

Wichita Falls District
100-B Fre-Mar Valley
Wichita Falls, TX 76301
817-322-2721

REGION 6

Angleton District
1208 N. Velasco, Suite 15
P.O. Box 1666
Angleton, TX 77515
409-849-6493

Beaumont District
4749 Odom Street
Beaumont, TX 77706
409-899-4063

Conroe District
105 Commercial Circle, Suite 100
Conroe, TX 77304
409-756-0420

Galveston District
2001 Avenue H., Suite 103
Galveston, TX 77550
409-756-0420

Huntsville District
115 Highway 75 North
P.O. Box 689
Huntsville, TX 77340
409-295-5217

Port Arthur District
3800 Highway 365, Suite 100
Port Arthur, TX 77642
409-724-0530

REGION 7

Tyler District
100 East Elm, Suite 402
P.O. Box 808
Tyler, TX 75702
214-595-4276

Greenville District
2826 Washington Street
P.O. Box 1218
Greenville, TX 75401
214-455-6757

Longview District
[illegible] North High, Suite 4
Longview, TX 75601
214-758-0282

Marshall District
110 Travis Terrace Building
505 East Travis Street
P.O. Box 2081
Marshall, TX 75670
214-938-1277

Nacogdoches District
206 West Pillar
Nacogdoches, TX 75961
409-569-6234

Paris District
2673 North Main, Suite B
Paris, TX 75460
214-785-4492

Texarkana District
2603 Texas Boulevard, Suite 600
Texarkana, TX 75501
214-793-8621

REGION 8

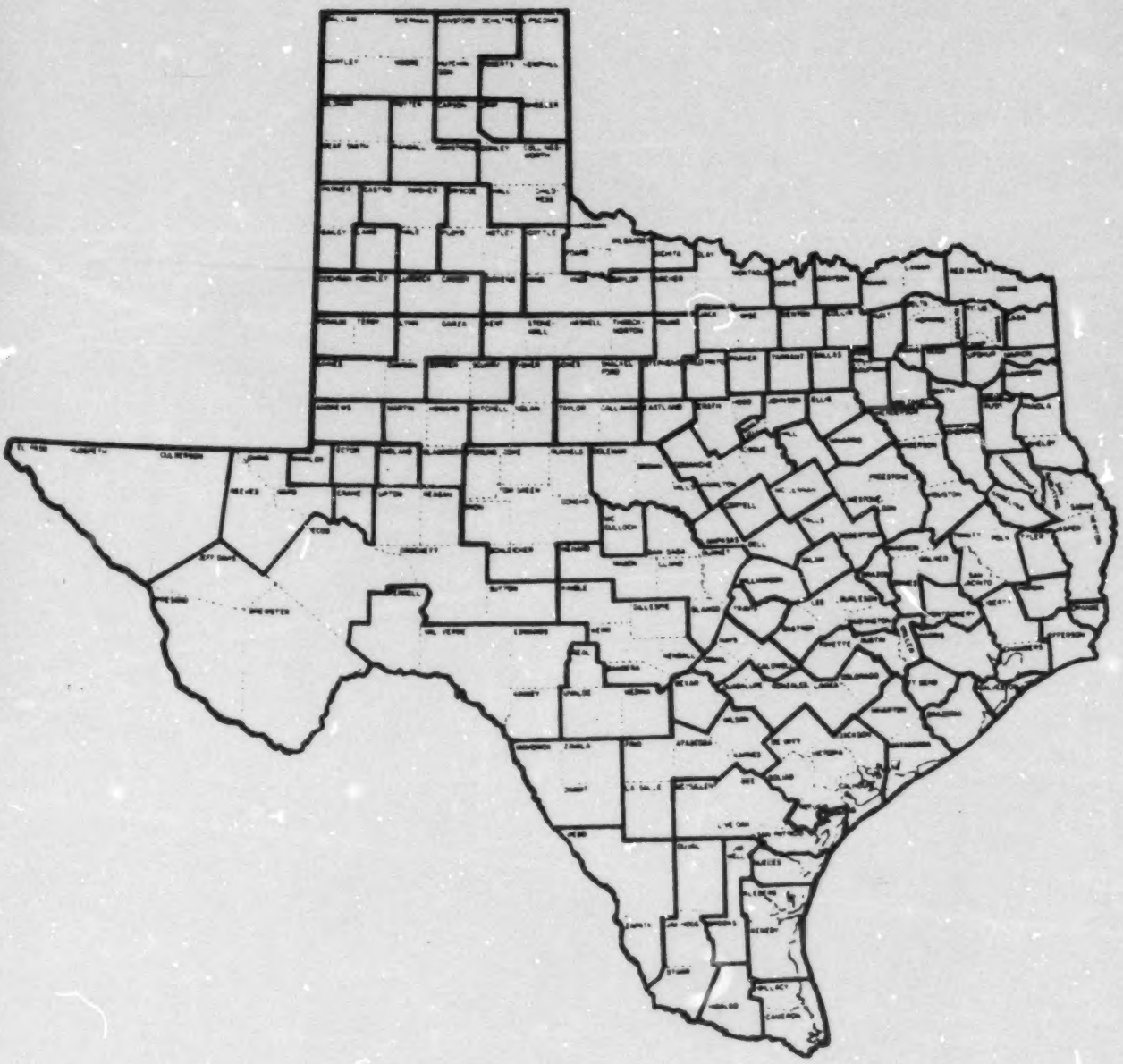
Waco District
525 Esther
P.O. Box 7067
Waco, TX 76714
817-776-6536

Austin District
1711 San Antonio
Austin, TX 78701
512-475-0731

Temple District
2006-A South 57th Street
Temple, TX 76501
817-773-6036

Waxahachie District
Dwarf Building
209 Sycamore Street
P.O. Box 67
Waxahachie, TX 75165
214-937-6077

Probation Departments in Texas



BEST COPY AVAILABLE

TEXAS PROBATION DEPARTMENTS BY COUNTY

Anderson
P.O. Box 697
Palestine, Texas 75801
214-723-7464

Andrews
Room 4, Courthouse
Andrews, Texas 79714
915-523-4381

Angelina
Courthouse Annex Building
Lufkin, Texas 75901
409-634-3976

Aransas
Aransas County Courthouse
Rockport, Texas 78382
512-729-0130

Archer
Box 666
Archer City, Texas 76351
817-574-4997

Armstrong
See Potter County

Atascosa
Circle Drive 4-B
Jourdanton, Texas 78026
512-769-3724

Austin
P.O. Box 776
Sealy, Texas 77474
409-885-2512

Bailey
300 South First
Muleshoe, Texas 78347
806-272-5147

Bandera
See Kerr County

Bastrop
3rd Floor, Bastrop County Courthouse
Bastrop, Texas 78602
512-321-6478

Baylor
Baylor County Courthouse
Seymour, Texas 76380
817-888-3778

Bee
3rd Floor, Bee County Courthouse
Beeville, Texas 78102
512-358-9771

Bell
100 North Main
Belton, Texas 76513
817-939-3521

205 East Central
Temple, Texas 76501
817-773-9621

301 Priest Drive
Killeen, Texas 76541
817-526-7131

Bexar
601 Dolorosa
San Antonio, Texas 78207
512-227-0555

Blanco
See Mason County

Borden
See Scurry County

Bosque
See Comanche County

Bowie
4th at Texas Boulevard
Texarkana, Texas 75501
214-793-8488

Brazoria
100 East Cedar-Old Courthouse
Angleton, Texas 77515
409-849-5711

Brazos
P.O. Box 2015
Bryan, Texas 77806
409-775-7400

Brewster
P.O. Box 1057
Alpine, Texas 79830
915-837-5805

Briscoe
See Dickens County

Brooks
P.O. Box 354
Falfurrias, Texas 78355
512-325-2414

Brown
Brown County Courthouse
Brownwood, Texas 76801
915-646-6475

Burleson
P.O. Box 175
Caldwell, Texas 77836
409-567-4318

Burnet
Burnet County Courthouse
Burnet, Texas 78611
512-756-4161

Caldwell
213 West Market Street
Lockhart, Texas 78644
512-398-2546

Calhoun
201 West Austin Street
Port Lavaca, Texas 77979
512-552-6421

Callahan
See Taylor County

Cameron
974 East Harrison
Brownsville, Texas 78520
512-544-0832

Camp
Camp County Courthouse
Pittsburg, Texas 75686
214-856-5684

Carson
See Hall County

Cass
Cass County Courthouse
Linden, Texas 75563
214-756-7517

Castro
2nd Floor, Castro County Courthouse
Dimmitt, Texas 79027
806-995-4093

Chambers
P.O. Box 1108
Anahuac, Texas 77514
409-267-6108

Cherokee
P.O. Box 502
Rusk, Texas 75785
214-683-2236

Childress
See Hall County

Clay
100 North Bridge Street
Henrietta, Texas 76365
817-538-6022

Cochran
Room 204, Courthouse
Morton, Texas 79346
806-266-5074

Coke
See Tom Green County

Coleman
P.O. Box 868
Coleman, Texas 76834
915-625-4125

Collin
Courthouse, 2nd Floor
McKinney, Texas 75069
214-542-9441

661 East 18th Street
Plano, Texas 75074
214-423-3035

Collingsworth
See Hall County

Colorado
Colorado County Courthouse
Columbus, Texas 78934
409-732-3239

Comal
160 1/2 North Seguin Street
New Braunfels, Texas 78130
512-625-8814

Comanche
Box 108 County Courthouse
Comanche, Texas 76442
915-356-2181

Concho
See Tom Green County

Cooke
Cooke County Courthouse
Gainesville, Texas 76240
817-665-0911

Coryell
P.O. Box 761
Gatesville, Texas 76528
817-865-7294

Cottle
See Baylor County

Crane
P.O. Box 412
Crane, Texas 79731
915-558-3471

Crockett
See Pecos County

Crosby
P.O. Box 428
Crosbyton, Texas 79322
806-675-2668

Culberson
P.O. Box 517
Van Horn, Texas 79855
915-283-2615

Dallam
4th Floor, Courthouse
Dalhart, Texas 79022

Dallas
414 South R.L. Thornton Freeway
Dallas, Texas 75203
214-948-0911

3949 Maple Avenue
Dallas, Texas 75219
214-521-0224

3323 West Davis
Dallas, Texas 75211
214-339-7138

9230-B Markville Road
Dallas, Texas 75243
214-699-9193

2944 Motley Drive
Mesquite, Texas 75150
214-681-1468

500 Main Street
Dallas, Texas 75202
214-749-6560

Dawson
Dawson County Courthouse
Lamesa, Texas 79331
806-872-5033

Deaf Smith
Room 204, County Courthouse
Hereford, Texas 79045
806-364-3791

Delta
See Hlpkins County

Denton
3rd Floor, Courthouse on the Square
Denton, Texas 76201
817-382-5411

DeWitt
307 North Gonzales
Cuero, Texas 77954
512-275-2349

Dickens
P.O. Box 69
Spur, Texas 79370
806-271-4144

Dimmit
See Maverick County

Donley
See Hall County

Duval
400 E. Travis
Duval County Courthouse
San Diego, Texas 78384
512-279-3161

Eastland
County Courthouse
Eastland, Texas 76448
817-629-2629

Ector
Room 317 Courthouse
Odessa, Texas 79761
915-332-8295

Edwards
See Val Verde County

Ellis
Ellis County Courthouse
Waxahachie, Texas 75165
214-937-1030

El Paso
4824 Alberta, Suite 361
El Paso, Texas 79905
915-546-2112

Erath
Courthouse, Room 302
Stephenville, Texas 76401
817-965-3374

Falls
3rd Floor Falls County Courthouse
Marlin, Texas 76661
817-883-5452

Fannin
Fannin County Courthouse
Bonham, Texas 75418
214-583-8525

Fayette
P.O. Box 134
La Grange, Texas 78945
409-968-3814

Fisher
See Nolan County

Floyd
2nd Floor, Courthouse
Flagdade, Texas 79235
806-983-3235

Foard
See Wilbarger County

Fort Bend
118 Legion Drive
Richmond, Texas 77469
713-342-2761

Franklin
See Hopkins County

Freestone
Freestone County Courthouse
Fairfield, Texas 75840
214-389-3898

Frio
P.O. Box 471
Pearsall, Texas 78061
512-334-3819

Gaines
County Courthouse
Seminole, Texas 79360
915-758-2859

Galveston
1914 Sealy
Galveston, Texas 77550
409-766-2430

Garza
Garza County Courthouse
Post, Texas 79356
806-495-3092

Gillespie
P.O. Box 951
Fredricksburg, Texas 78028
512-997-3962

Glasscock
See Howard County

Goliad
P.O. Box 951
Goliad, Texas 77963
512-645-2132

Gonzales
P.O. Box 24
Gonzales, Texas 78629
512-672-6932

Gray
P.O. Box 1116
Pampa, Texas 79065
806-665-1891

Grayson
Ground Floor Courthouse
Sherman, Texas 75090
214-868-9515

Gregg
Gregg County Courthouse
Longview, Texas 75606
214-758-5181

Grimes
Grimes County Courthouse
Anderson, Texas 77830
409-873-2552

Guadalupe
P.O. Box 1321
Seguin, Texas 78155
512-379-7270

Hale
1st Floor Courthouse
Plainview, Texas 79072
806-293-8481

Hall
3rd Floor Hall County Courthouse
Memphis, Texas 79245
806-259-3388

Hamilton
See Comanche County

Hansford
Hansford County Courthouse
Spearman, Texas 79081
806-659-3547

Hardeman
See Wilbarger County

Hardin
P.O. Box 237
Kountze, Texas 77625
409-246-2571

Harris
49 San Jacinto Annex 21
Houston, Texas 77002
713-229-9561

Harrison
Room 256, County Courthouse
Marshall, Texas 75670
214-938-8317

Hartley
See Moore County

Haskell
410 N. 1st Street
Haskell, Texas 79521
817-864-2066

Hays
3rd Floor County Courthouse
San Marcos, Texas 78666
512-392-6723

Hemphill
P.O. Box 508
Wheeler, Texas 79096
806-323-5811

Henderson
Room 307, Courthouse
Athens, Texas 75751
214-675-6122

Hidalgo
P.O. Box 970
Edinburg, Texas 78540
512-383-2731

Hill
Box 771
Hillsboro, Texas 76645
817-582-2881

Hockley
Courthouse Annex
Levelland, Texas 79336
806-894-9621

Hood
P.O. Box 203
Granbury, Texas 76048
817-573-9101

Hopkins
P.O. Box 663
Sulphur Springs, Texas 79720
915-263-8331

Houston
Houston County Courthouse
Crockett, Texas 75835
409-544-8633

Howard
P.O. Box 1684
Big Spring, Texas 79720
915-263-8331

Hudspeth
See El Paso County

Hunt
Hunt County Courthouse
Greenville, Texas 75401
214-455-9563

Hutchinson
1400 Veta
Borger, Texas 79008
806-273-7553

Irion
See Tom Green County

Jack
Jack County Courthouse
Jacksboro, Texas 76056
817-567-3652

Jackson
411 North Wells
Edna, Texas 77957
512-782-5762

Jasper
Courthouse Annex, Floor 3
Jasper, Texas 75951
409-384-4618

Jeff Davis
See Pecos County

Jefferson
390 Elizabeth Steet
Beaumont, Texas 77701
409-835-8490

246 Dallas
Port Arthur, Texas 77640
409-835-8893

Jim Hogg
P.O. Box 729
Hebbronville, Texas 78361
512-527-3233

Jim Wells
200 North Almond
Alice, Texas 78332
512-668-5707

Johnson
Room 303 County Courthouse
Cleburne, Texas 76301
817-641-6991

Jones
3rd Floor
Jones County Courthouse
Anson, Texas 79501
915-823-2417

Karnes
Karnes County Courthouse
Karnes City, Texas 78118
512-780-2722

Kaufman
408 E. College
Terrell, Texas 75160
214-563-3890

Kendall
See Kerr County

Kenedy
See Kleberg County

Kent
See Haskell County

Kerr
729 Sidney Baker
Kerrville, Texas 78028
512-896-2233

Kimble
See Kerr County

King
See Baylor County

Kinney
See Val Verde County

Kleberg
P.O. Box 1191
Kingsville, Texas 78363
512-592-4708

Knox
See Baylor County

Lamar
Lamar County Courthouse
Paris, Texas 75460
214-784-2371

Lamb
100 6th St.
Lamb County Courthouse
Littlefield, Texas 79339
806-385-4373

Lampasas
Box 231, Courthouse
Lampasas, Texas 76550
512-556-2317

LaSalle
See Atascosa County

Lavaca
P.O. Box 205
Hallettsville, Texas 77964
512-798-5802

Lee
P.O. Box 326
Giddings, Texas 78942

Leon
P.O. Box 40
Centerville, Texas 75833
214-536-2689

Liberty
P.O. Box 1439
Liberty, Texas 77575
409-336-8071

Limestone
P.O. Box 502
Groesbeck, Texas 76642
817-729-3200

Lipscomb
See Wheeler County

Live Oak
P.O. Box 54
George West, Texas 78022
512-449-1122

Llano
Llano County Courthouse
Llano, Texas 78643
915-247-5148

Loving
See Reeves County

Lubbock
806 Broadway Street, Room 208
Lubbock, Texas 79408
806-741-8081

Lynn
Lynn County Courthouse
Tahoka, Texas 79373
806-998-5244

McCulloch
Room 302 County Courthouse
Brady, Texas 76825
915-597-2123

McLennan
216 North 5th Street
Waco, Texas 76701
817-756-7171

McMullen
See San Patricio County

Madison
101 West Main
Madisonville, Texas 77864
409-348-5498

Marion
P.O. Box 628
Jefferson, Texas 75657
214-665-2474

Martin
See Howard County

Mason
Mason County Courthouse
Mason, Texas 76856
915-347-5614

Matagorda
Room 314, Courthouse
Bay City, Texas 77414
409-245-6512

Maverick
P.O. Box 448
Eagle Pass, Texas 78852
512-773-6100

Medina
See Uvalde County

Menard
See Mason County

Midland
218 East Illinois
101 Courthouse Annex
Midland, Texas 79701
915-682-9481

Milam
P.O. Box 53
Cameron, Texas 76520
817-697-6538

Mills
Mills County Courthouse
Goldthwaite, Texas 76844
915-648-3227

Mitchell
Box 1130
Colorado City, Texas 79512
915-728-5111

Montague
P.O. Box 25
Montague, Texas 76251
817-894-2222

Montgomery
301 South First Street
Conroe, Texas 77301
409-539-7850

Moore
Room 222, Moore County Courthouse
Dumas, Texas 79029
806-935-6945

Morris
500 Broadnax St.
Daingerfield, Texas 75638
214-645-3166

Motley
See Dickens County

Nacogdoches
P.O. Box 1086
Nacogdoches, Texas 75961
409-560-7721

Navarro
3rd Floor Courthouse
Corsicana, Texas 75110
214-872-8261

Newton
See Jasper County

Nolan
Box 226
County Courthouse
Sweetwater, Texas 79556
915-235-2608

Nueces
Nueces County Courthouse
Corpus Christi, Texas 78401
512-888-0500

Ochiltree
Ochiltree County Courthouse
Perryton, Texas 79070
806-435-4190

Oldham
See Deaf Smith County

Orange
P.O. Box 216
Orange, Texas 77630
409-883-7740

Palo Pinto
P.O. Box 126
Palo Pinto, Texas 76072
817-659-3651

Panola
Room 110, County Courthouse
Carthage, Texas 75633
214-693-9141

Parker
Parker County Courthouse
Weatherford, Texas 76086
817-594-3872

Parmer
P.O. Box 792
Farwell, Texas 79325
806-481-9456

Pecos
P.O. Box 1647
Fort Stockton, Texas 79735
915-336-8562

Polk
205 North Jackson
Polk County Courthouse
Livingston, Texas 77351
409-327-5272

Potter
214 East 6th
Amarillo, Texas 79101
806-376-4621

Presidio
See Pecos County

Rains
See Hopkins County

Randall
Randall County Courthouse
Canyon, Texas 79015
806-655-7721

Reagan
See Pecos County

Real
See Uvlade County

Red River
Red River County Courthouse
Clarksville, Texas 75426
214-427-3491

Reeves
700 Daggett Street
Pecos, Texas 79772
915-447-6600

Refugio
Room 111 County Courthouse
Refugio, Texas 78377
512-526-4500

Roberts
See Wheeler County

Robertson
P.O. Drawer 650
Franklin, Texas 77856
409-828-3226

Rockwall
See Kaufman County

Runnels
Runnels County Courthouse
Ballinger, Texas 76821
915-365-3452

Rusk
4th Floor Courthouse
Henderson, Texas 75657
214-657-7534

Sabine
See Jasper County

San Augustine
See Jasper County

San Jacinto
P.O. Box 190
Coldspring, Texas 77331
409-633-4554

San Patricio
P.O. Box 907
Sinton, Texas 78387
512-364-4243

San Saba
See Mason County

Schleicher
Schleicher County Courthouse
Eldorado, Texas 76936

Scurry
Scurry County Courthouse
Snyder, Texas 79549
915-573-8524

Shackelford
See Jones County

Shelby
Shelby County Courthouse
Center, Texas 75935
409-598-2718

Sherman
See Moore County

Smith
6th Floor Smith County Office Building
Tyler, Texas 75702
214-595-4861

Somervell
See Johnson County

Starr
P.O. Box 774
Rio Grande, Texas 78582
512-487-5521

Stephens
Stephens County Courthouse
Breckenridge, Texas 76024
817-559-9581

Sterling
See Tom Green County

Stonewall
See Haskell County

Sutton
P.O. Box 926
Sonora, Texas 76950
915-387-5744

Swisher
2nd Floor, Swisher County Courthouse
Tulia, Texas 79088
806-995-4093

Tarrant
103 Commerce
Fort Worth, Texas 76196
817-334-1600

4700 South Riverside
Fort Worth, Texas 76119
817-536-2855

3125 East Lancaster
Fort Worth, Texas 76103
817-535-6363

3829 Altamesa
Fort Worth, Texas 76133
817-294-0560

6713 Telephone Road
Fort Worth, Texas 76135
817-237-8183

3212 Miller Avenue
Fort Worth, Texas 76119
817-535-4466

645 Grapevine Highway
Hurst, Texas 76054
817-281-8475

Taylor
Taylor County Courthouse 5th Floor
Abilene, Texas 79602
915-677-1711

Terrell
See Val Verde County

Terry
Terry County Courthouse
Brownfield, Texas 79316
806-637-6146

Throckmorton
See Haskell County

Titus
Titus County Courthouse
Mt. Pleasant, Texas 75455
214-572-1151

Tom Green
Tom Green County Courthouse
San Angelo, Texas 76903
915-655-8243

Travis
314 11th, Room 211
Austin, Texas 78701
512-473-9467

2201 Post Road, 2nd Floor
Austin, Texas 78704
512-448-7589

1825 East 38 1/2 Street, Suite 205
Austin, Texas 78722
512-478-3924

624 North Pleasant Valley Road
Austin, Texas 78702
512-473-9431

223 West Anderson Lane, Suite 600
Austin, Texas 78743
512-451-8124

Trinity
P.O. Box 922
Groveton, Texas 75845
409-642-1318

Tyler
P.O. Box 967
Woodville, Texas 75979
409-283-5255

Upshur
Upshur County Courthouse Room 307
Gilmer, Texas 75644
214-843-5543

Upton
See Pecos County

Uvalde
Uvalde County Courthouse 2nd Floor
Uvalde, Texas 78801
512-278-1428

Val Verde
200 Griner Street
Del Rio, Texas 78840
512-774-3611

Van Zandt
Van Zandt County Courthouse
Canton, Texas 75103
214-567-4066

Victoria
108 East Forrest, 2nd Floor
Victoria, Texas 77901
512-575-0201

Walker
113 Highway 75 North
P.O. Box 6910
Huntsville, Texas 77340
409-295-8138

Waller
P.O. Box 882
P.O. Box 882
Hempstead, Texas 77445
409-826-3357

Ward
Ward County Courthouse
Monahans, Texas 79756
915-943-2851

Washington
P.O. Box BB
Brenham, Texas 77833
409-836-5451

Webb
P.O. Box 611
Laredo, Texas 78040
512-727-7272

Wharton
Room 302, Courthouse
Wharton, Texas 77488
409-532-4413

Wheeler
P.O. Box 508
Wheeler, Texas 79096
806-826-5941

Wichita
P.O. Box 5346
Wichita Falls, Texas 76307
817-723-1155

Wilbarger
Wilbarger County Courthouse
Vernon, Texas 76384
817-552-2702

Willacy
Willacy County Courthouse
Raymondville, Texas 78580
512-689-2392

Williamson
P.O. Box 401
Georgetown, Texas 78627
512-869-4362

12507-D Mellow Meadow
Austin, Texas 78750
512-250-8297

Wilson
Route 2, Box 13
Floresville, Texas 78114
512-393-2416

Winkler
P.O. Box 822
Kermit, Texas 79745
915-586-6217

Wise
Wise County Courthouse
Decatur, Texas 76234
817-627-3894

Wood
P.O. Box 727
Quitman, Texas 75783
214-763-2256

Yoakum
Yoakum County Courthouse
Plains, Texas 79355
806-456-6911

Young
P.O. Box 794
Graham, Texas 76046
817-549-7960

Zapata
P.O. box 99
Zapata, Texas 78076
512-765-6121

Zavala
P.O. Box 621
Crystal City, Texas 78839
512-374-5556